



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2

COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

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Application stamp in date and time

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Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3 : January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization Education Service Center - Region 19 CDN 071 Vendor ID 741588856 ESC 19 DUNS 079338497
Address 6611 Boeing Drive City El Paso ZIP 79925 Phone 915-780-1919
Primary Contact Angelica Haro Email aharo@esc19.net Phone 915-780-6505
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Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Sonia Eubank

Title Associate Executive Director

Email seubank@esc19.net

Phone 915-780-6571

Signature *Sonia Eubank*

Date 11/2/18

Grant Writer Name Angelica Haro

Signature *Angelica Haro*

Date 11/2/18

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

RFA # 701-18-106 SAS # 277-19

2019-2021 Grow Your Own Grant Program, Cycle

701-18-106-011

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☒ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Identify educators with a mindset of becoming outstanding leaders, and that will satisfy the future needs of LEAs in delivering quality academic instruction education and career preparation.	The participating LEAs will encourage teachers to participate in the Grow Your Own (GYO) grant program based on their desire to enter the profession, their ties to their respective communities, and their level of educational attainment. The stipend will allow them to defray the costs of continuing their education with the unique support of the GYO program, the respective districts, and ESC - Region 19.
Specialized funding to recruit and promote skilled individuals in becoming the next wave of educators that will capitalize on the CTE opportunities for students in the area of Education and Training.	Education and Training programs will be planned, developed and implemented for the partner districts. The future of education as well as one of TEA's and the Commissioner's strategic priorities focus on connecting students to college and career. The GYO program will nurture future community educators through CTE.
Streamline pathways for teacher education to support a viable career at their current district of employment and foster a desire to contribute to their communities.	The identified teachers will be provided with the stipends necessary to complete their degrees and/or teacher certification. In addition, ESC- Region 19 will continue to provide the support mechanisms for new teachers to grow through new teacher conference training, cohort model support, coaching, and mentoring.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Individuals seeking to obtain a teaching certification and/or further expand their education will be identified. In collaboration with ESC- Region 19, the staff at partner districts will acquire funds to grow professionally. Students will benefit greatly with districts' staff expanding their education in instruction and certification, especially in CTE. SMART Goal Pathway 1: Successful establishment of CTE Education and Training Programs at all partner districts with respective student organizations to continue to foster student enrollment, growth, and passion for education as a profession. SMART Goal Pathway 2: 90% teacher enrollment and placement in a Teacher Certification Program and/or Bachelor's Degree Program that will maintain employment at their respective district into the near future.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

In order to satisfy program requirements, program participants will be enrolled in classes that will serve toward the completion of their academic goals as per grant guidelines.

Pathway 1: Ensure that Education and Training courses are in place for students in their respective high schools as per the master schedule for the 2019-2020 school year.

Pathway 2: 100% of teacher candidates enrolled and ready to begin with degree courses and/or teacher certification coursework and training.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Program participants will show progress with their academic goals and will continue with the completion of their set goals as per grant guidelines.

Pathway 1: ESC- Region 19 will work with identified Education and Training teachers to secure credentialing for dual credit at El Paso Community College. ESC- Region 19 will also provide support, guidance, and training for these teachers regarding CTE related questions and support for new teachers, introduction to CTE programs, and help regarding marketing Career and Technical Student Organizations (CTSOs).

Pathway 2: 100% of teacher candidates begin degree courses and/or teacher certification courses with appropriate support for success through ESC- Region 19. ESC Region 19 has established partnerships with its own EPP as well as Region 13 CTE Certification program, collaborations that provide a nurturing environment for novice teachers.

Third-Quarter Benchmark

Participants should be able to demonstrate significant progress in their academic goals, and in collaboration with ESC- Region 19, will continue monitoring the pathway to their success. The evidence will be identified in the evaluation of their educational advancement, which in turn will serve as a personal assessment of each individual's participation and outcome in the program.

Pathway 1: Education and Training teachers at partner districts placed in first year teaching courses and curriculum.

Participant teachers are guided through lesson plan design training, an ESC- Region 19 trademark training in CTE that has been rolled out at successful CTE districts such as Socorro ISD.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Through the duration of the grant and participation of the identified individuals, the evaluation of their progress will serve as significant evidence that will determine what phase they are at in meeting their academic goals as stipulated in the grant guidelines. Through an established partnership, ESC Region 19 and the partner districts will continuously monitor completion of coursework and continue promoting the positive outcomes of a GYO philosophy for teacher growth within the school district and community. ESC- Region 19 will be working closely with partner districts to ensure educator success by monitoring identified candidates in their work towards the degrees and certifications needed to become a practicing K-12 educator. Obstacles, if any, will be identified and a proper plan of action will be outlined and initiated to eliminate barriers participants might be encountering. ESC- Region 19 as a vital partner will continuously communicate with teacher interns to support in the successful completion of the program. In addition, ESC- Region 19 maintains a great partnership with The University of Texas at El Paso as evident in the letter of support. The partnership will allow us to monitor and work closely with teacher candidates who will be completing coursework to enter the teaching profession. With experienced professional development personnel on staff, the ESC will also be able to provide assistance as needed so that teachers are able to complete their coursework successfully. Furthermore, the ESC will also support the fidelity of the Education and Training Program at the partner districts by continuously meeting with identified district personnel regarding the grant program and lesson plan requirements.

The impact on students, the district as a whole, and community will also be analyzed through data-driven measures to quantify the impact of grant funds and deliverables into the foreseeable future. The ESC and partner districts are committed to ensure the sustainability of the grant deliverables beyond the duration of the grant funds. The teachers will be key in obtaining continuous feedback for program improvement and refinement. Data tools such as the the National Student Clearinghouse and T-TESS evaluation data will provide the evidence needed to guide the program into the future by obtaining information as to the progress Education and Training students are attaining in terms of their education, as well as the advancement these new educators are reaching in the development of skills at the master teacher level.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
 - ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Partner districts identified the most qualified teachers among their current staff to teach the Education and Training courses based on their professional profile. Districts sought teachers of records that were already holding a Family & Consumer Science (FCS) TEA certification, any Career and Technical Education Certification, and/or an interest in adding the additional FCS certification via challenging the examination for a currently certified teacher. In addition, partner districts looked at the M. Ed Degree to be able to offer dual credit as applicable. Additional qualities of identified candidates include passion for the teaching profession and innovative classroom practices. These individuals also need to be able to demonstrate certain leadership qualities as they will be overseeing chapters of Texas Association of Future Educators (TAFE). Career and Technical Student Organizations (CTSOs) are co-curricular organizations where activities and coursework are simultaneously integrated. With the support of ESC Region 19, partner districts will grow their Education and Training teachers professionally by providing essential training opportunities that include coaching, modeling, and mentoring. Since the partner districts identified in this application are small-size districts, the respective Education and Training teacher candidates have already been identified and recruited. Campus and district administration have already been involved in the process of selecting the Education and Training teachers as per the qualifications mentioned above. Partner districts have also gaged success of Education and Training teacher candidates with respect to the overall T-TESS process with a special focus on candidate contributions to campus/classroom culture and community involvement. Signing of a Memorandum of Understanding (MOU) would be required acknowledging their agreement to the required deployment of TEA Education and Training Curriculum, developing and submitting lesson plans to TEA, commitment to promoting TAFE and recruitment of students, as well as the overall growth of the program to include dual credit and partnerships for student success in obtaining teacher preparation and training. The MOU term commitment would be a standard 5 years. Most of the support staff at the partner districts have a similar demographic profile with a high concentration of Hispanic (81% in El Paso county), low-socioeconomic, and first-generation college students. In order to assist in helping the Education and Training teachers grow the program, ESC Region 19 is committed to helping districts with presentations to 7th and 8th grade students on the Education and Training program available for them at their respective high schools. As the program continues to grow, the plan is to utilize high school students and even graduates of the program to entice and motivate students to pursue education as a career through early exposure in high school. Xello (Career Cruising) software will be used as a course planner for the student to enter their endorsement selection as 8th graders. All students who select this program will be flagged by high school counselors to guide them into the appropriate coherent sequence of courses that include child development, human growth and development, instructional practices, and practicum in education and training. The Practicum in Education and Training is intended to provide students with the opportunity to intern under teacher supervision for a hands-on experience approach of creating and delivering lessons. Our partnership with UTEP will also allow for undergraduate students pursuing an education degree to work at the high schools not only acquiring clinical internship experience, but also serving as mentors and coaches for Education and Training targeting high school students. Currently, out of the twelve districts in Region 19, only one district has successfully implemented an Education and Training program for their students. It is crucial and essential for partner districts to qualify for this funding prospect as provided by TEA for GYO in order to promote the growth of these student opportunities. As of the latest Workforce Board information for September 2018, the three Super Sectors with the greatest employment for El Paso County were (1) Government; (2) Trade, Transportation, and Utilities; and (3) Education and Health Services. These three Super Sectors represented 59% of the total non-farm employment. As evident by the data, El Paso employment is dominated by the government and education sectors. We need to enhance the competency to produce high-quality, committed educators through added exposure in middle school and high school in order to keep up with regional workforce demand.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

Staff members received a notification regarding the Grow Your Own Grant (GYO) and were administered a survey. Individuals who seek to complete what the grant offers were identified and approached with more information about the opportunities it offers, such as extensive room for professional and personal growth. These are individuals who think highly about a career in education and believe this is a great professional development opportunity linked to a generous financial incentive to defray the costs of higher education, as well as a great method to give back to the community through student growth. Administrators at partner districts are aware of the extensive needs of the local community and identified the GYO grant as a valuable avenue to strengthen and further develop their own staff at their respective districts. Teachers and staff members will have the opportunity to work closely with consultants and other support staff at Region 19. This collaboration will promote effective and efficient outcomes for all parties involved: teachers, students, administrators, and the general community surrounding the partner districts.

Since the partner districts identified in this application are small-size districts, the respective instructional support staff committed to the requirements of this grant have already been acknowledged and invited. Participants of the GYO program will be expected to submit college cumulative GPA as found within informational transcripts each semester to ensure pathway to degree completion and graduation. Campus administration will be responsible for reviewing transcripts along with pertinent classroom observation feedback, employment attendance marks, and appraisal documents to review progress and recommend candidates for full-time teacher positions. Upon review by campus administration, materials will be submitted to Human Resources for interview and placement in a vacancy and/or hard-to-staff area. Signing of a Memorandum of Understanding (MOU) will be required acknowledging their understanding of required employment with their respective district for a set length of time. Most of the support staff at the partner districts have a similar demographic profile with a high concentration of Hispanic (81% in El Paso county), low-socioeconomic, and first-generation college students.

The MOU term commitment would be a standard 5 years. In addition to the length of the employment commitment, the MOU will outline requirements for attendance and participation at required professional development sessions. Candidates will also be assigned an experienced teacher as a mentor and provided with the opportunity for a full-time teaching position as they become available contingent to their area of specialization.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit 3 X \$11,000 = 33,000

Number of teachers who are teaching Education and Training courses, but not for dual credit X \$5,500 =

Number of high schools with existing Education and Training courses in 2018-2019 X \$6,000 =

Number of high schools without existing Education and Training courses in 2018-2019 3 X \$9,000 = 27,000

Total Request for Pathway 1 60,000

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only 15 X \$5,500 = 82,500

Number of candidates pursuing both a bachelor's degree and a teacher certification 7 X \$11,000 = 77,000

Request for Pathway 2 159,500

Request for Pathway 1 60,000

Total Combined Request for Pathways 1 & 2 219,500

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment X \$22,000 =

Number of candidates participating in an intensive pre-training service program X \$5,500 =

Total Request for Pathway 3

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)	BUDGET

PROFESSIONAL AND CONTRACTED SERVICES (6200)	
Pathway 1 Teacher Stipends	33,000
Pathway 2 Teacher Candidate Stipends	159,500
Professional Development Costs	11,000

SUPPLIES AND MATERIALS (6300)	
Education and Training Instructional Materials and Consumables	5,000

OTHER OPERATING COSTS (6400)	
TAFE Student Travel and Competition Expenditures	9,000
Training Room Costs	2,000

Total Direct Costs 219,500

Should match amount of Total Request from page 8 of this application

Indirect Costs 14,950

TOTAL AMOUNT REQUESTED 234,450

Total Direct Costs plus Indirect Costs

OPTIONAL Shared Services Arrangement (SSA)

Applicants that are the Fiscal Agents of an SSA must complete the fields below.

Fiscal Agent	County-District Number
Education Service Center- Region 19	071, 950

[illegible]

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Education and Training Program Vision Statement

Contribute to a well-prepared educator workforce by partnering with Institutions of Higher Education, Community Organizations, and industry partners to equip students for success within their chosen career paths.

Guiding Principles

Relevance: highly qualified Education and Training instructors deliver relevant instruction using technology/equipment that mirrors today's classroom and future academic goals.

Open access: every student can participate regardless of post-secondary goals.

Counselors, advisors, and instructors are the CTE pathway experts: focusing on program of study, academic and experiential skills, and making pathway/postsecondary connections.

Data-Driven: performance is measured, including student engagement, persistence, achievement, and post-secondary transitions.

The partner ISDs currently do not have an established Education and Training program. With changes to graduation requirements as per HB5 as well as changes to state accountability standards, there are several opportunities for CTE improvements and community-wide benefits through a successful Education and Training Program. The CTE Education and Training Program can play a role in a student's chosen path:

1. Provide students with experiential learning to determine interest in this subject matter/career.
2. Provide students with no plans for post-secondary training a viable option for college and career.
3. Provide students with plans for post-secondary training/education with a career pathway.
4. Provide students with plans to pursue bachelor's degree with a career pathway in education.

Strategy 1: Create Sustainable Relationships with Partners within the Education and Training Program

Short term actions (first year)

Enhance teacher professional development by incorporating real world experiences and including Education and Training subject matter experts in the planning and delivery of the training.

Professional development for counselors and advisors on regional education and training opportunities.

Incorporate guest lecturers from Education and Training into curriculum/classroom.

Create Memorandum of Understanding (MOU) to define relationship with Institutions of Higher Education as related to the Education and Training instructors in question and opportunities for students.

Long term actions (2 – 5 years)

Implement MOUs with partners; should cover grant and provision of instructor responsibilities as well as facility requirements.

Create an adjunct CTE model that allows Education and Training experts that are not certified teachers to jointly instruct CTE courses alongside a certified CTE classroom teacher.

Manage and cultivate the relationships with partners.

Add an additional Education and Training instructor.

Expand work-based learning experiences including industry relevant student internships or work study placement programs.

Strategy 2: Enhance CTE Curriculum and Student Opportunities in Education and Training Program

Short term actions (first year)

Engage industry experts to evaluate and make recommendations.

Work with Education and Training instruction to establish a chapter of TAFE. Have the instructor engage and participate in chapters and competitions taking place at nearby districts.

Emphasize 21st Century employability skills (critical thinking, communication, collaboration, creativity) for students.

Work with campus administration on completion of course sequences to include dual credit.

Work with counselors educating students and parents on Education and Training Program opportunities.

Long term actions (2 – 5 years)

Evaluate curriculum on an ongoing basis to maintain relevance to evolving career requirements.

Continue to recruit students to TAFE chapter, emphasizing the preparation, skills, and networking available through CTSOs.

Strategy 3: Build Organizational Capacity to Manage and Deliver Education and Training CTE Program

Short term actions (first year)

Train CTE teachers in Project-Based Learning (PBL) model.

Prioritize teacher allocations for upper level CTE courses.

Perform HR research and planning to allow for co-teaching models with industry experts.

Enhance teacher professional development by incorporating real world experiences and industry subject matter experts.

Create forum for communication with counselors and campus leadership regarding Education and Training Program updates.

Long term actions (2 – 5 years)

Place industry experts in the classroom with certified Education and Training instructor.

Conduct ongoing evaluation/adjustment of professional development.

Strategy 4: Guide Students Along Clear Pathways to Higher Education

Short term actions (first year)

Work with local higher education institutions to sustain and expand dual credit and articulations.

Promote awareness of pathways and transitions for students to higher education programs.

Create a process that transitions students from high school to higher education.

Long term actions (2 – 5 years)

Expand additional opportunities for dual credit.

Gage success of students in post-secondary through research and collaboration with our local IHE partners.

Create a sequence with IHE partnership for direct transition and enrollment from high school to associate degree, and through bachelor's degree completion.

Strategy 5: Ensure Facilities Support Goals of Education and Training CTE Program

Short term actions (first year)

Complete comprehensive assessment of current facilities in conjunction with industry partners to determine gaps.

Based on assessment, develop: Action plan for immediate enhancements that can be made to existing facilities.

List of capital needs for consideration.

Long term actions (2 – 5 years)

Modify existing classroom learning environments to provide additional flexibility and mirror workplace environment.

Strategy 6: Improve CTE Program Effectiveness and Participation through Parent and Student Engagement**Short term actions (first year)**

Emphasize K-6 CTE Education and Training exposure and experiences.

Investigate CTE summer camp experiences to engage more students.

Emphasize TAFE as a co-curricular activity for students.

Create and execute communication plan to educate students and parents about CTE Education and Training Program.

Long term actions (2 – 5 years)

Maximize students in upper level courses/completion of course sequence.

Increase the number of students enrolled in the program by working with 8th grade teachers and counselors in career awareness and Personal Graduation Plan selection of courses and endorsements.

Work with 9th grade academy teachers and counselors to deliver information sessions for students on Education and Training program.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Overarching Plan: Intentional and informed recruitment, engagement, and marketing that leads to improved student success, Education and Training, sustainable class sizes, and increased pathway completion.

The need for a Successful Recruitment Campaign

Recruitment and marketing set the stage for career pathway enrollment, engagement and support. A successful campaign will increase participation, improve retention throughout the pathway and result in better college and career readiness for students within the pathway.

Goal 1: Pathway Messaging

We will begin with clear marketing about course sequencing and what to expect within and beyond the pathway. One of the tools we will employ is the creation of a brochure, updates to both the district and ESC Region 19 website, and consideration of a PSA or commercial put together by students.

Action Steps:

Solidify Course Sequence

- Update course descriptions and course catalog as needed
- Consistent messaging to all audiences identified

Create a recruitment brochure or handout and include: Course sequence, related college pathway information, what to expect in the pathway, potential careers, pictures, designations, contact information, certifications

Create a commercial or video for Education and Training Program

- consider student created video
- use in websites, presentations, parent meetings, counselor professional development, advisory committee meetings, etc.

Update school and/or district website with Education and Training Program information

- Make appropriate branding decisions.
- A consistent look and feel supports recognition by many audiences
- Create a poster of Education and Training Program sequence for your counseling center and pathway classrooms
- Consider district and/or school branding and communication guidelines
- Create a presentation for your counseling and administration teams

Goal 2: Collaboration & Communication

We are going to persuade the entire team to participate. One of the ways that we intend to do this is to set up a meeting with pathway teachers, counseling, and administration to ensure a thorough understanding of the pathway and clear up any misconceptions. Our objective is to have input from all stakeholders to determine how to best identify and support students entering and completing the Education and Training Program.

Action Steps:

- Set up a meeting to present the Education & Training pathway to counselors and administration to ensure strong understanding
- Address any prerequisites or indicators for recruitment
- Ensure administration and counseling is aware of any master scheduling needs of the pathway to ensure student participation and completion.
- Bring counselors, administration, and Board on a site tour of pathway facilities or observe the class in action to expedite the recruitment process.
- Review forms counselors give to students for course selection to ensure Education and Training Program courses are correctly identified and listed.
- Raise equity and access concerns with counselors to increase recruiting to special populations. Ensure that there is intentional representation of underrepresented population being targeted in all marketing forums.
- Determine how students can be tagged in partner district SIS so Education and Training Program designated students are not inadvertently removed from the Program.
- Identify appropriate class caps and create a plan to address equity when limited seats are available.
- Perform an analysis of course demographics compared to campus and district demographics compared to the Perkins Equity and Access Report.
- Ensure Program meets the needs of special population students (including special education, English Learners, non-traditional students, and the general student population).
- Analyze Student Completion Rates, Student Placement Results, Catalog of Support Services, Retention Rates, Mentors, Role-Models, etc.

Goal 3: Student and Parent Marketing

We plan to thoroughly inform the target audience, early enough and as soon as possible to make a difference. We will work with 8th and 9th grade teachers, counselors, and administration to ensure that feeder school students and parents have access to ample information to make an informed decision about the new Education and Training Program.

Action Steps:

- Bring Education and Training students to middle school and engage with 9th grade courses for an Education and Training related activity.
- Distribute promotional materials - brochures, videos, etc. to middle school and 9th grade feeder students. This may be done during key registration times.
- Host a parent night at the high school to relay information, give tours of facilities and highlight student work and achievements.
- Identify newsletters that go out to your district or feeder districts and highlight the Program with set goals for contributing content.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

All 12 districts in Region 19 currently engage with El Paso Community College (EPCC) to provide dual credit opportunities for students. There is a standard Dual Credit Partnership Agreement (MOU) that is on file for each of the districts in our region. Included in our application, we are attaching a sample of the Agreement between San Elizario ISD and EPCC. EPCC as our partner IHE is experienced in providing dual credit opportunities for all districts in our region. They have established partnerships with other districts in our region such as Socorro ISD for Education and Training dual credit courses.

With the Dual Credit Agreement already in existence between EPCC and the partner districts, stakeholders will work closely to determine the best course sequence for the students. Below is a timeline to follow for the crosswalk of courses to be ready by the 2019-2020 school year:

January 2019: meeting to introduce all stakeholders and establish plan for Education and Training Course Crosswalks; support teacher in credentialing to teach dual credit at EPCC – EPCC Dean of Dual Credit and Early Colleges, EPCC Dean of Career and Technical Education; EPCC Program Coordinator for Education and Training; UTEP Teacher Preparation Representative; ESC Region 19 College and Career Support Personnel, District CTE Coordinators and Directors, District high school counselors, High School Campus Administration, identified Education and Training high school teachers

February 2019: meeting to continue work on development of Education and Training Course Crosswalks – EPCC Dean of Dual Credit and Early Colleges, EPCC Dean of Career and Technical Education; EPCC Program Coordinator for Education and Training; UTEP Teacher Preparation Representative; ESC Region 19 College and Career Support Personnel, District CTE Coordinators and Directors, District high school counselors, High School Campus Administration, identified Education and Training high school teachers

March 2019: meeting to finalize Education and Training Course Crosswalks and place courses on master schedule - EPCC Dean of Dual Credit and Early Colleges, EPCC Dean of Career and Technical Education; EPCC Program Coordinator for Education and Training; UTEP Teacher Preparation Representative; ESC Region 19 College and Career Support Personnel, District CTE Coordinators and Directors, District high school counselors, High School Campus Administration, identified Education and Training high school teachers

April 2019: meeting to solidify plan for marketing to students for the upcoming year courses that includes pathway for dual credit - EPCC Dean of Dual Credit and Early Colleges, EPCC Dean of Career and Technical Education; EPCC Program Coordinator for Education and Training; UTEP Teacher Preparation Representative; ESC Region 19 College and Career Support Personnel, District CTE Coordinators and Directors, District high school counselors, High School Campus Administration, identified Education and Training high school teachers

April 2019-June 2019: extensive marketing efforts focused on parental engagement, middle school, and freshmen students - EPCC Dean of Dual Credit and Early Colleges, EPCC Dean of Career and Technical Education; EPCC Program Coordinator for Education and Training; UTEP Teacher Preparation Representative; ESC Region 19 College and Career Support Personnel, District CTE Coordinators and Directors, District high school counselors, High School Campus Administration, identified Education and Training high school teachers

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

22

Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

ESC Region 19 as the SSA applicant for the partner districts offers comprehensive certification programs both in-house and through a partnership with ESC Region 13 for specific training, support, and preparation for CTE teachers.

Approved by TEA in 1994, ESC- Region 19's Alternative Certification Program certifies highly qualified teachers, counselors, librarians, and principals in the state of Texas. ESC Region 19's Alternative Certification Program supports interns at every stage of their career and is directly connected to the Education Service Center operating under TEA. The cohort support model provides guidance at every level of training, which includes mentors and field supervisors guiding interns through their journey.

The ESC Region 19 Teacher Preparation and Certification Program (TPCP) was originally implemented to prepare non-certified teachers to fill shortages in critical need areas and to provide entry into the teaching profession for qualified individuals wishing to make a career change. This program is a field-based training model in which competencies are learned from a variety of specialist. Upon successful completion of all program requirements, internship, program recommendations and a passing score on all necessary TExES exams, participants earn a Texas teaching certificate specific to their area of study. During its last TEA audit, the ESC Region 19 TPCP earned a distinction for its college and career readiness curriculum and preparation for teachers.

Additionally, for the past four years, ESC Region 19 has maintained a partnership with ESC Region 13's CTE Alternative Certification Program. The Region 13 Career and Technical Education Program (CTE) is an accelerated 12-month program designed to provide a pathway to teacher certification for professionals who already have education, work experience, and/or industry licensure/certification in a content area. This rigorous, field-based program integrates theory with practice allowing teacher-interns to make valuable contributions in preparing students for both college and career. Participants in this program choose from a variety of career and technical certification areas. During the internship year, the teacher-intern secures a position with a district as a teacher of record with full pay and full benefits. Upon successful completion of the internship year, program requirements and state licensing requirements, participants will earn a Standard teaching certificate in their CTE teaching assignment/certification area. This flexible program allows interns to participate in distance learning sessions held at ESC Region 19 on Saturdays in addition to webinar trainings. Google Classroom along with Zoom meetings are used to integrate technology at its fullest potential for intern experience in the classroom as well as for added flexibility for busy classroom educators.

Please find a letter of support from our partners at ESC Region 13 in support of the Grow Your Own Application and in helping to prepare our Region's CTE teachers.

ESC Region 19 prides itself on providing support for teachers during their most critical first years in the classroom. Research has shown that this support is most crucial during the first five years in the classroom. In order to best support the needs of new teachers, ESC Region 19 has developed a cohort model where Service Center Education Specialists and master teachers support first year teachers through a New Teacher Institute. Teachers meet regularly at the service center throughout their first year for professional development and meetings with assigned mentors. In addition, ESC Region 19 has developed its own New CTE Teacher Conference, a 2-day event during the Fall that supports the unique and specific needs of new CTE teachers with 0-3 years of experience. This event provides participants with pedagogy and curriculum support, TEA updates, as well as networking with regional IHE and industry partners.



*Office of the Dean
College of Education*

October 31, 2018

To Whom It May Concern:

This letter acknowledges and supports the partnership between The University of Texas at El Paso (UTEP) College of Education, Education Service Center- Region 19 (ESC 19), and Region 19 school districts in applying for the TEA Grow Your Own Grant. UTEP and ESC 19 have numerous successful programs in place contributing to the success of high school graduates entering the University with a specific focus on those pursuing careers in education. Together, we are working to prepare highly qualified teachers for the needs of 21st century learners and future workforce trends.

The UTEP College of Education and ESC R19 work collaboratively so that all educators in the region have superior strengths in content, curriculum, and classroom management for the success of all students in the region no matter where they are attending school. Innovative approaches in educator preparation such as those offered through the UTEP College of Education Teacher Preparation Program will further maximize the supply of quality educators. Additionally, UTEP College of Education is highly supportive of Career and Technical Student Organizations such as Texas Association of Future Educators (TAFE). The UTEP College of Education has formed formal partnerships with Region 19 schools that enable faculty to offer field-based methods courses in buildings across the region. And, UTEP professors work alongside school districts to judge the competitive events and host the regional competition at the UTEP College of Education Building. High School students work with college professors in the realm of education and have the opportunity to experience the facilities.

UTEP College of Education and ESC R19 work together for regional alignment of certification programs. The valuable relationship and open lines of communication allow us to be able to meet the needs of future educators in all areas from Teacher Preparation to Career and Technical Education Certification, Principal Certification, as well as a Counselor Certification Program. Regardless of the particular needs of a candidate to finish their degree or obtain additional training for certification, UTEP College of Education and ESC R19 have resources available. Educational, Guidance, School, & Vocational Counselors, Kindergarten Teachers, Elementary School Teachers, Middle School Teachers, and Secondary School Teachers are all target occupations as per FY2018 Workforce Solutions Target Occupations List. Our region will undoubtedly benefit from well-prepared, qualified and passionate educators with long-term economic benefits for the entire community.

Please feel free to contact me should you have any additional questions.

Sincerely,

A handwritten signature in black ink, appearing to read "C. S. Tanabe", written over a horizontal line.

Clifton S. Tanabe, PhD, JD
Dean, College of Education

*500 W. University Ave.
El Paso, Texas 79968
(915) 747-5572
Fax: (915) 747-5755*

DUAL CREDIT PARTNERSHIP AGREEMENT

Between

San Elizario Independent School District
(Name of District/High School)

And

El Paso County Community College District

This Dual Credit Partnership Agreement (Agreement) between San Elizario Independent School District (District/High School) and El Paso County Community College District (EPCC or the College) is designed to allow high school students an opportunity to earn dual high school credit and college credit. *19 Texas Administrative Code (19 TAC)*, Chapter 9, Subchapter H, *Partnerships between Secondary Schools and Texas Public Two-year Associate Degree-Granting Institutions* establishes authority and rules for two-year associate degree-granting institutions to enter into agreements with secondary schools to offer courses that grant credit toward the student's high school curriculum requirements and college-level credit. Dual Credit Requirements are identified/outlined in *19 TAC* Chapter 4, Subchapter D, *Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges*, §4.85.

The following conditions apply to this agreement in accordance with Texas Higher Education Coordinating Board Rules and Regulations:

1. Purpose

The Purpose of this Agreement is to facilitate the cooperation between the College and the School District in the provision of dual credit college courses for qualified students.

2. Eligible Courses

- a. Only courses as permitted by 19 TAC, Part 1, CH4, Subchapter D, §4.85 (a) identified as college-level academic courses in the current edition of the EPCC Catalog or as college-level workforce education courses in the current edition of the Workforce Education Course Manual (WECM) may be used for dual credit.
- b. Courses approved for dual credit for an individual student must be applicable to a college or university certificate or degree.
- c. Course matching is a requirement for any dual credit course. In order to open any dual credit course, it must be paired with an equivalent high school class. The learning objectives for the college course and the TEKS for the high school class must have significant overlap, or "match". If an equivalent high school class does not exist, then the college course cannot be offered by the high school for dual credit.
- d. Any TEKS not covered by the college course will be taught by the high school and accounted for separately from the required content of the college course.

3. Student Eligibility

- a. High School students will meet State and EPCC requirements for admission to the College.

- b. High School students must take the EPCC placement tests and/or provide EPCC approved additional test scores in math, reading, and writing as well as course-specific placement test scores where applicable and have the course prerequisites prior to enrolling in college-level courses.
- c. High School students shall not be enrolled in more than courses allowable by state laws and Texas Administrative Code and Regulations.

4. Instructional Calendar

The College dual credit courses on the high school campus (not distance education sections, which will comply with the College calendar) comply with the School District's instructional calendar.

5. Location

- a. The facilities of the High School campus will predominately be used to conduct dual credit instruction, but EPCC facilities may be used as appropriate.
- b. When the High School does not have an instructor who is qualified and selected by EPCC to deliver a dual credit course onsite at the High School campus, the course may be located online with an instructor provided by the College, depending on the availability of resources.
- c. A qualified instructor may be provided by the college to teach the college course on the high school campus, but the high school will bear the cost of the instructor. A high school may also contract directly with an EPCC credentialed instructor to deliver the college course on the high school campus.

6. Student Composition of Classes

Courses may be composed of dual credit students only or of dual and college credit students. Exceptions for a mixed class (composed of students taking the course for high school credit only and students taking the course for dual credit) may be allowed only under one of the following conditions:

- a. If the course involved is required for completion under the State Board of Education Recommended or Distinguished Achievement High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.
- b. If the high school credit-only students are College Board Advanced Placement students.
- c. If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit (any college credit for these articulating students will only be awarded after graduation from high school and subsequent enrollment at EPCC).

7. Faculty Selection, Supervision, and Evaluation

All instructors must meet the requirements as specified by the Commission on Colleges of the Southern Association of Colleges and Schools and other pertinent accreditation agencies in accordance with EPCC practices and decisions regarding the implementation of the requirements (see EPCC Credentialing Guidelines).

- a. The College shall select, supervise, and evaluate dual credit high school instructors of dual credit courses using the same procedures used for EPCC faculty teaching on the main campuses and will maintain the same standards for the evaluation of instructional effectiveness and learning outcomes for the College course taught on the High School campus as the same courses taught at the main campuses of the College.
- b. Official transcripts, an adjunct faculty application, and other documents pertinent to credentials verification of dual credit high school instructors will be kept on file at the EPCC Personnel Office.
- c. Qualified, EPCC-selected and trained dual credit high school instructor member teaching the dual credit course at the High School will do so as part of his or her high school teaching assignment. Nevertheless, the dual credit high school instructor will comply with the College's standards of instruction and evaluation processes. All instructional aspects of the College course will be supervised by the College Instructional Dean.
- d. Each semester the onsite dual credit students will perform a Faculty Evaluation and Student Survey for each dual credit class. The high school is responsible for designating a person to act as a point of contact and an overseer for the administration of these materials and any additional surveys of college students required by the college. Yearly training will be provided by the college for the designated administrators. The Faculty Evaluation process is highly confidential. To encourage a student's willingness to respond with candor regarding their experience in the class without fear of reprisals from the instructor, the Faculty Evaluation will be shared with the instructor, the college dean, the instructional coordinator and the designated high school administrators.
- e. It is required that new Dual Credit faculty attend New Faculty Orientation, which is held during Faculty Development Week at the beginning of the Fall Semester (August) and Spring Semester (January). Additionally, ongoing attendance is required at division and discipline meetings and at one faculty development workshop of the instructor's choice each semester.
- f. In the event the high school credentialed faculty is absent more than 3 days, the high school is responsible for contacting the College Instructional Dean to discuss the anticipated length of absence, and necessary arrangements for a substitute or replacement. Only discipline/course qualified substitutes/replacement may be used to cover a class. If the high school is unable to find a credentialed discipline/course qualified substitute or replacement, the high school will incur the cost to hire an EPCC qualified faculty.

8. Course Curriculum, Instruction and Grading

EPCC shall ensure that a dual credit course offered at the High School and the corresponding course offered at the main campus of the College are equivalent with respect to the curriculum, contact hours, course maximum, materials, instruction, and method/rigor of evaluation of student performance, regardless of student composition of the class.

- a. EPCC course syllabi and textbooks must be used in dual credit courses at all times.
- b. The High School will provide each student enrolled in a dual credit course with all textbooks and instructional materials required by the College discipline. Textbooks and other instructional materials may not be shared among multiple students, and students must be allowed to use them both in and out of class as would any College student studying at a main campus of the College.

- c. The EPCC Office of Distance Education will verify that the High School has adequate technology to support online course delivery.
- d. The High School will identify a high school onsite facilitator to enhance the success of dual credit students enrolled in online courses.

9. Academic Policies and Student Support Services

- a. All academic policies applicable to courses taught on EPCC campuses shall apply to dual credit high school students as outlined on EPCC Procedure 6.00.01.30 and in the College Catalog. These policies include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, and processes for addressing instructional issues/concerns.
- b. Dual credit students may utilize the same services that are available to other EPCC students. The College is responsible for ensuring timely and efficient access to such services as academic advising and counseling, college-appropriate (non-curricular) accommodations for students with disabilities, to learning materials (e.g., library resources), and student success initiatives (e.g., tutoring).
- c. Each high school must have an appointed counselor or designee to provide academic guidance regarding dual credit who will encourage course completion and achievement of course work leading to a college degree. EPCC will provide training for the high school counselor or designee.

10. Transcription of Credit

EPCC will transcript college grades immediately upon a student's completion of the performance required in the course and report the official college grade to the High School Registrar and Coordinator.

11. Funding

- a. The dual credit high school instructors will be compensated by the School in accordance with the School's Standard Teacher Salary Schedule. It is not contemplated that the School dual credit high school instructors will be teaching any classes in addition to their regular workload by virtue of their participation in the Program. Said dual credit high school instructors will not receive any monetary compensation from EPCC for their participation in the Program. The dual credit high school instructors teaching courses which result in the award of concurrent credit must meet the same standards, review, and approval procedures used by the College to select faculty responsible for teaching the same courses at the main campus of the College. Dual credit high school instructors will teach courses on a volunteer basis and are entitled to all the rights and privileges accorded to any EPCC part-time faculty member.
- b. EPCC will waive tuition and designated fees for students enrolled in the Dual Credit Program.

- c. Upon mutual agreement, the College will conduct enrollment registration for all qualified students who have met all requirements and are requesting enrollment in dual credit for dual credit courses. A fee of \$150 will be assessed for each student enrolled after the College's Census Date when it is determined that the student or school was responsible for not meeting the deadline.
- d. Three-Peat-Fee will apply for students repeating certain courses more than two times and will be assessed the current EPCC per credit hour fee.
- e. Waived and Incurred Fees
 - i. When the School District provides the instructor (online/onsite), tuition and fees will be waived.
 - ii. When EPCC provides the instructor (online/onsite), tuition and fees will be waived, provided the school pays for the instructor's cost and mileage.

*The Cost of an EPCC instructor might vary from the standard cost listed above based on the number of teaching overloads and annual salary of the instructor.

- f. The High School is responsible for all textbook and instructional materials. College-approved textbooks purchased by the High School District may be used for a maximum of four years from the date of initial purchase. The high schools must adhere to textbook procedure number 3.05.10.10 *Selection and Ordering of Textbooks*. This procedure may be found at <http://www.epcc.edu/InstitutionalEffectiveness/PoliciesandProcedures/3.05.10.10.pdf> In addition, the high school must comply with the textbook tracking requirements by completing and returning the textbook tracking form within the timelines set forth.

- 12. EPCC Deans and High School Principals, along with any necessary administrative staff, will meet regularly in order to maintain open lines of communication between the College and their high schools.

This Agreement may only be modified in writing by the School Superintendent and the College President, or their designees, at least 30 days in advance of the modification.

This Agreement will become effective on the date the last party executes the Agreement and will remain in effect for three (3) years or until such time as mutual agreement is made to modify or terminate the Agreement.

William Serrata
 Dr. William Serrata (Date)
 President

Sylvia Hopp 11-18-15
 Name/Title (Date)
 Superintendent/Principal/Administrator

Linda Gonzalez-Hensgen 8/13/15
 Ms. Linda Gonzalez-Hensgen (Date)
 Vice President, Student Services

Sylvia Hopp
 Print Name
 Superintendent/Principal/Administrator

Steven E. Smith 8.4.15
 Mr. Steven E. Smith (Date)
 Vice President, Instruction & Workforce Education

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT



Soaring to Excellence

October 26, 2018

To Whom It May Concern:

This letter is on behalf of the San Elizario ISD Community. We are excited about the opportunity to continue our work with ESC Region 19. This partnership will help us to address our needs collaboratively through the development of an Education and Training Program for students interested in the field of education. In addition, this would also provide the opportunity for those colleagues already working in our school district to pursue a teaching career.

As the largest employer in the City of San Elizario, we are always seeking opportunities that are going to help our students and community thrive. Most recently, we collaborated with Western Tech where our students can now receive an associate's degree in refrigeration and HVAC Technology. This displays our commitment to reach out to continue to grow vital CTE programs that will improve the lives of our students.

Because of our distance away from the main city of El Paso, our recruiting efforts are challenged as many individuals who are teachers seek employment in one of the three largest school districts in El Paso. This causes an issue for our community and school district because we have vacancies in critical areas. As of the date of this letter, we have a 3rd grade bilingual vacancy. Obtaining this grant, would help us recruit teachers and have purposeful staff development to retain new as well as seasoned teachers.

Our partnership in other areas with UTEP and EPCC have proven to be successful so we anticipate this opportunity to meet this expectation as well. Yesterday, we had the opportunity to engage in a retreat with the College of Education from UTEP and members of the EPCC community where discussions to improve teacher preparation was our primary focus. Another partnership in its development is EPCC selecting Alarcon Elementary School for the Elementary School Adoption Program where the primary focus is for all students to receive a college bound message through active and engaged opportunities throughout the following year. Our partnership with the ESC Region 19 Head Start program also demonstrates our collaborative efforts to enhance our learning community by offering early pre-k, and pre-k school to the youngest members in our society.

We believe in growing our own so that our community continues to be impacted positively. Selection of our school district in partnership with the ESC Region 19 would help improve student outcomes. If you have any questions, please do not hesitate to contact me at the following 915-872-3900.

Sincerely,

Jeannie Meza-Chavez, Ph.D.
Superintendent
San Elizario ISD

OFFICE OF THE SUPERINTENDENT

P.O. BOX 920 San Elizario, TX 79849-0920 P: (915) 872-3900 F: (915) 872-3903 www.seisd.net

San Elizario ISD does not discriminate on the basis of race, color, religion, sex, national origin, age, or disability in its programs, activities or employment.
El Distrito escolar de San Elizario no discrimina en base a raza, color, religión, sexo, nacionalidad, edad, y/o discapacidad en sus programas, actividades o empleo.



TORNILLO INDEPENDENT SCHOOL DISTRICT

Office of the Superintendent

November 2, 2018

To Whom It May Concern,

This letter is in support of, and the partnership with, the Education Service Center 19 (ESC 19) and their submittal of the "Grow Your Own" grant. Located approximately 40 miles southeast of El Paso, Texas, Tornillo ISD faces the challenge of recruiting and retaining teachers. Teachers tend to seek opportunities closer to the City of El Paso. This grant would give our employees and students an opportunity to pursue a teaching career within our community.

Our District has had the opportunity to successfully collaborate and partner with ESC 19 on many past ventures, as well as post-secondary institutes such as UTEP, EPCC, and Western Tech. Receiving this grant would allow continued partnership with ESC 19 for the development of our teachers and help improve student outcomes. The grant would also allow the opportunity to expand on our ever important CTE program within the district and enhance the students' experience in the Education and Training pathway.

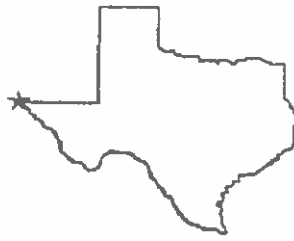
The "Grow Your Own" grant will help Tornillo ISD's mission to educate and inspire all students in a safe and supportive environment which will result in closing the achievement gap by preparing all students for college and career readiness and success in a global society.

Sincerely,

Mrs. Rosy Vega-Barrio

Superintendent

Tornillo Independent School District



Anthony ISD
825 Wildcat Drive
Anthony, Texas 79821

Oscar A. Troncoso
AISD Assistant Superintendent

Fax (915) 886-3876

Telephone (915) 886-6551

October 26, 2018

To Whom It May Concern:

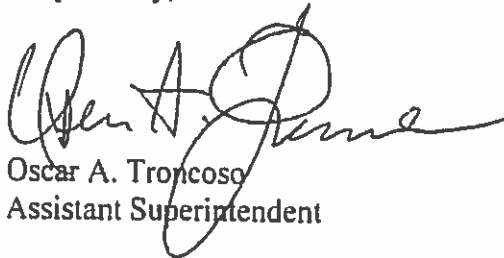
This letter is to communicate that we are acknowledging our partnership with Education Service Center 19 (Region 19) in their submission of the "Grow Your Own" grant. We have partnered with Region 19 in previous grants and projects and feel confident that, should this proposal be funded, we will continue to work in the best interest of our students at Anthony ISD and for our community.

Our school district serves a student population of 850 students with 99% of our students being economically disadvantaged. As a school district, we continue to look for opportunities to mitigate the effects that poverty plays in the education of a child. We have partnered with institutions of higher education to provide access and opportunities to our students by expanding our college and career advising. With additional CTE classes in Education, we will be able to increase an interest in the teaching profession among our students. We are also excited about the possibility of helping our existing paraprofessionals obtain their undergraduate degrees in Education so that we can "grow our own."

Our alliance with Region 19 continues to strengthen and we are confident that this grant will help us provide additional opportunities for our students and staff members to pursue educational careers.

It is with full support that we submit this letter.

Respectfully,



Oscar A. Troncoso
Assistant Superintendent